

Learner Support Policy

Aligned with Ofsted, NCFE, SEND Code of Practice, Equality Act, and KCSIE

This is a controlled document and, as such, will be kept read only. Any changes must be approved by the Author.

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LEARNER SUPPORT POLICY

1. INTRODUCTION

Hatfield Wick Education (HWE) is committed to fostering an inclusive and supportive learning environment. Through a dedicated Therapeutic Team and robust partnerships with external organisations, HWE ensure that all learners have equitable access to high-quality education, regardless of personal barriers. This policy supports compliance with the **Equality Act 2010**, the **SEND Code of Practice**, Keeping Children Safe in Education **KCSIE**, Department for Education guidance, **Ofsted** expectations, and awarding organisation requirements (including **NCFE**).

Our learner support framework identifies and addresses the needs of all learners, including those with disabilities, learning differences, mental health concerns, or other vulnerabilities, ensuring they receive the tailored assistance required to achieve their potential.

2. POLICY AIMS

This policy aims to:

- 2.1 Ensure all learners receive advice, guidance, and support tailored to their individual needs.
- 2.2 Remove barriers to learning by providing reasonable adjustments in line with the **Equality Act 2010**.
- 2.3 Promote independence and self-advocacy among learners.
- 2.4 Comply with statutory safeguarding requirements under **KCSIE** and support learners' emotional and mental well-being.
- 2.5 Enhance learner outcomes and progression opportunities.

3. SCOPE

This policy applies to all learners at HWE, with particular focus on:

- Learners with disabilities or special educational needs (SEND).
- Learners requiring language support.
- Learners facing mental health challenges.
- Vulnerable learners identified through safeguarding concerns.

4. KEY PRINCIPLES

Equity and Accessibility

- HWE ensures that all courses are accessible to learners, providing reasonable adjustments and resources to address their needs.

- Individual learning support plans are developed collaboratively with learners to promote inclusion and independence.

Early Identification and Support

- Learners are encouraged to disclose support needs during the application and enrolment process to enable early intervention.
- A proactive approach ensures early intervention and tailored support, minimising barriers to learning.

Safeguarding and Mental Health

- Learner support aligns with safeguarding protocols under **KCSIE**, ensuring the welfare and safety of all learners.
- Mental health support is prioritised, with access to counselling services and external referrals where appropriate.

5. ACTIONS AND PROCEDURES

Initial Assessment and Disclosure

- Learners are invited to disclose additional support needs during enrolment or at any point during their studies.
- All learners are introduced to the Therapeutic Team during induction and encouraged to discuss their individual needs.

Developing Support Plans

- Learners with identified support needs are invited to a personal consultation.
- Support plans are co-developed, specifying agreed actions, resources, and review dates.

Support Provided

Support is tailored to individual needs and may include:

- 1:1 mentoring and guidance.
- Group support or classroom assistance.
- Specialist equipment or assistive technologies.
- IT support and adaptive resources.
- Access to external support services.

Tutor Collaboration

- The Therapeutic Team works closely with tutors to monitor learner progress and adapt support as required.
- Tutors provide regular, constructive feedback to learners on their academic and personal development.

Progression Guidance

- Learners receive comprehensive advice on progression routes, including higher education, employment, or further training opportunities.

Feedback and Evaluation

- Learners are invited to evaluate the support they receive, ensuring continuous improvement in support services.

6. SEND AND SAFEGUARDING CONSIDERATIONS

SEND Adjustments

- Reasonable adjustments are provided in line with the SEND Code of Practice and Equality Act 2010, including extended deadlines, modified materials, or alternative assessments.
- The SEND Coordinator ensures support is in place without compromising academic standards. Adjustments are recorded and reviewed.

Safeguarding Alignment

- The Designated Safeguarding Lead (DSL) oversees all support measures for vulnerable learners to ensure their welfare and safety.
- Safeguarding concerns identified through support services are promptly reported and addressed.

7. MONITORING AND REVIEW

Policy Review

This policy is reviewed annually to reflect legislative changes, feedback from stakeholders, and emerging best practices.

Record Keeping

Records of learner support plans and interventions are securely maintained in compliance with GDPR and safeguarding protocols.

Quality Assurance

The effectiveness of learner support is monitored through regular audits and feedback from learners and staff.

8. COMMUNICATION AND TRAINING

Staff Training

All staff receive training on supporting learners with additional needs, safeguarding, and equality and diversity.

Learner Awareness

Information on available support is shared through learner handbooks, induction sessions, and HWE's online portal.

This policy demonstrates Hatfield Wick Education's commitment to creating a supportive, inclusive, and safe learning environment where all learners can thrive.